

# **BISHOPBRIGGS ACADEMY**



## **SCHOOL IMPROVEMENT PLAN**

**2019-2020**



## School Improvement Plan





### Section 1 - A Statement of the School's/Establishment's Visions, Values, Aims, Curriculum Rationale and Profile

## Vision

Bishopbriggs Academy offers pupils the opportunity to maximise their talents, develop their skills and unlock their true potential as valued and valuable members of their community.





## Values

At Bishopbriggs Academy we:






-  Treat everyone equally
-  Show respect for others
-  Have compassion for those less fortunate than ourselves
-  Believe in working hard to achieve your goals

## Aims

In Bishopbriggs Academy we aim to promote equality, justice and integrity. We aim to help our young people become:

-  Successful learners
-  Confident individuals
-  Responsible citizens
-  Effective contributors

We seek to:

-  Promote equality of opportunity to enable all individuals to achieve their full potential
-  Create an ethos of achievement and of raising attainment in a stimulating learning environment
-  Promote positive partnership between the school, parents and the wider community
-  Prepare pupils for adult life, equipping them to meet the challenges of the future and to become responsible citizens
-  Providing a caring, supportive and well ordered school for everyone

## **Curriculum Rationale**

### **BROAD GENERAL EDUCATION (S1 – S3)**

S1 - Classes are co-educational and of mixed ability, and all pupils follow a common course. The modern language studied is either French, German or Gaelic, depending on which language has been studied in Primary. Close contact is maintained with the Primary schools both before and after the pupils join Bishopbriggs Academy. Work begun in Primary 7 is continued in S1 to assist the pupils to settle in. Pupils' strengths and areas for development as indicated in their primary school assessments and P7 profiles are taken into account when preparing programmes of work in the first year.

S2/3 - In second and third year the classes are again co-educational and of mixed ability. During the second term of S2 the Pastoral programme includes learning conversations with pupils and parents to assist with the choosing of S3 programmes of work. A range of options are presented to the pupils in February and extensive consultation with parents takes place during this time. Parental reports are issued at this time to ensure parents are aware of pupil progress. Parents are also invited to attend a curriculum information evening which includes a presentation from senior staff and provides parents with an opportunity to speak with subject teachers from every department. Arrangements are also made for advice to be obtained from the school's careers advisor. Pupils choose S3 programmes of work, nine in total, which take account of their interests, abilities, aptitudes and career requirements. The final result should be a balanced course through which pupils are experiencing all curricular areas.

### **SENIOR PHASE (S4 – S6)**

S4 -Pupils choose S4 programmes of work, seven in total, from the subjects pupils take at the end of S3, pupils can also use the vocational programme to access programmes of work out with the school curriculum. The programmes of work will provide pupils with rich learning experiences which will develop skills and knowledge for learning, life and work. Assessment activities will be planned throughout the Broad General Education to determine an appropriate level of presentation to begin with for the S4 qualifications. Learners will be involved in assessing their learning and teachers, pupils and parents will all be involved in deciding on presentation levels. Each pupil's curriculum should suit not only their career requirements but also develop skills they require for life, learning and work.

S5/6 - A range of options is offered which lead to SQA presentation, pupils also undertake short courses aimed at developing skills for life, learning and work in order to equip them for later life. In S5/6, due to the proximity of other secondary schools, it may be possible to undertake a specialist course at another establishment; this includes other EDC schools and local colleges. Bishopbriggs Academy has forged strong partnerships with a wide range of external experts to enrich the curriculum and enhance the experience of our young people. The school is the only school in Scotland to be awarded the status of Partner School with Germany leading to a wide range of cultural, sporting and academic activities. As a result of this and a wide range of other initiatives the school was given the International School Award. We also work with a number of local and national businesses, colleges, universities and apprenticeship providers. This allows our young people to develop their skills for learning, life and work and also equips them with the necessary career management skills for their next steps.

## School Profile

The school roll for 2019/20 is 1206, with 21% of pupils living in areas ranked 1-3 on the Scottish Index of Multiple Deprivation and 111 pupils registered as having Free School Meal Entitlement. Staffing comprised of 96.80 fte teaching staff, 25.16 support staff and 92.96 fte workforce planning. A full breakdown of the school roll is shown in the table below.

Year	No. of Pupils	SIMD 1-3	SIMD 4-7	SIMD 8-10	FME	ASN	Looked After	Asylum Status	Placing Request
1	220	35	19	163	15	48	2	2	0
2	212	44	35	130	23	71	10	1	10
3	213	46	30	131	17	52	2	4	51
4	217	48	50	111	28	34	5	1	82
5	199	39	39	117	13	41	1	0	50
6	142	34	29	78	14	27	0	2	44
1-6	1206	246	204	731	111	274	20	11	237

**School Improvement Plan**  
**Section 2**

**Overview of Whole School/Establishment Priorities and Targets**

No	Improvement Priority	Targets
<b>1</b>	Leadership and approach to improvement	<ul style="list-style-type: none"> <li>• To sustain and develop approaches in sharing best practice</li> <li>• To sustain and develop collaborative approaches to self evaluation and leadership of learning involving all stakeholders</li> <li>• To provide further opportunities for all stakeholders to be involved in and lead aspects of school improvement</li> </ul>
<b>2</b>	Curriculum	<ul style="list-style-type: none"> <li>• To review and develop all courses and curricular structure</li> <li>• To review and develop the involvement of partners in enhancing the curriculum on offer</li> <li>• To review and develop Wider Achievement (WA)</li> </ul>
<b>3</b>	Learning, teaching and assessment of learners' progress	<ul style="list-style-type: none"> <li>• To sustain and develop a learning environment built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes</li> <li>• To sustain and develop understanding of assessment standards among all stakeholders</li> <li>• To review and develop monitoring and tracking in the Broad General Education (BGE) and Senior Phase (SP)</li> </ul>
<b>4</b>	Partnerships, personalised support and parental engagement	<ul style="list-style-type: none"> <li>• To sustain and develop communication with parents</li> <li>• To continue increasing awareness among stakeholders of pupil progress throughout the learning journey</li> <li>• To engage pupils and parents in learning and enable them to work collaboratively at home</li> </ul>
<b>5</b>	Successes, achievements and outcomes for learners	<ul style="list-style-type: none"> <li>• To continue to secure improvements in levels of attainment in line with INSIGHT</li> <li>• To sustain and develop career management and employability skills among pupils and further increase awareness of positive school leaver destination</li> <li>• To sustain and develop ways of recognising, promoting and celebrating success and achievements of all stakeholders</li> </ul>

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
1. Leadership and approach to improvement	Improvement in attainment, particularly in literacy and numeracy	School leadership, teacher professionalism, school improvement, 1.1-1.5	Facilitate opportunities for leadership within and across establishments	K.Derrick, I.Donaghey

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
Make in-house CPD programme more accessible to staff by utilising in-service days. Streamline school's quality assurance calendar, protect collaborative discussion at DMs, review and develop PT Collaboration meetings, facilitate the sharing of resources on the shared area on key features of an effective department, distributed leadership audit to assist with PRDs and empowerment of staff	September 2019	Collegiate time	C.Kerr, K.Derrick	Staff voice, staff participation numbers, link meetings, quality assurance and curricular calendar, minutes, materials on shared area	
Implement Parent Voice initiative via questionnaires for each of the 5 school improvement priorities, consult with Parent Council on implementation of SIP and suggested improvements from Parent Voice results	Ongoing-February 2020	Parent Council meetings, PT collaboration, Microsoft Forms	I.Donaghey	Minutes of meetings, results collated on Microsoft Forms	
Review and develop Pupil Voice so it is robust and aligned with Staff and Parent Voice and utilise Pupil Council for a strategic approach to pupil led school improvement. Continue to utilise pupil collaboration among all year groups to enhance the learning experiences for all stakeholders	March 2020	Collegiate and development time	K.Derrick	Pupil Council meetings, Guidance DMs, minutes	
<b>Leadership and Parental and Learner Engagement Opportunities</b>					
As outlined in tasks and actions.					
Resource Requirements	Cluster/Partnership/PEF Funding	Professional Learning			
As above	Money to be allocated accordingly	Self-evaluation and critical reflection processes, professional dialogue with colleagues, other professionals, parents, and learners, leading or participating in a working or task group.			



Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
2. Curriculum	Closing the attainment gap between the most and least disadvantaged children	Assessment of children's progress, school improvement, performance information, 2.2	Secondary schools offer appropriate pathways in the Senior Phase that meet the needs of all learners.	C.Kerr, I.Ross

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
Implement revised changes to National Qualifications, ensure BGE programmes of work incorporate benchmarks and allow coherent progression to SP, develop alternative courses within each subject so there are progression pathways for pupils of all abilities making SP courses more accessible, develop resources for all subject courses that enable parental engagement	April 2020	Collegiate and development time	I.Ross	Number of pupils remaining in school, presentation numbers, INISGHT tariff points	
Sustain and develop links with external partners to enhance the delivery of courses, raising awareness of each subject within the context of the world of work and enable pupils to recognise the skills for learning, life and work they are developing to inform the planning of future learning	Ongoing-April 2020	Networking opportunities, industry conferences and exhibitions	C.Kerr, N.Hendrie, L.Phee	Partner database, number of on and off site visits	
Utilise the WA programme by making more courses available that are relevant to SP courses to allow progression opportunities, support young people in vulnerable groups to access appropriate vocational pathways, raise awareness among stakeholders of course accreditation through the SCQF and develop a strategic approach to tracking pupils' achievements and ensuring it is accredited when appropriate	April 2020	Staff training with SCQF, collegiate time with colleges	I.Ross, C.Kerr, N.Hendrie, L.Phee	Number of courses available, range of accreditation	

#### **Leadership and Parental and Learner Engagement Opportunities**

Accessible course resources that enable parents to reinforce learning at home, parents can provide work placement opportunities and participate in whole school events to promote the world of work. Learners can acquire accreditation out with the classroom and across the curriculum.

Resource Requirements	Cluster/Partnership/PEF Funding	Professional Learning
	Money made available for bespoke qualifications out with classroom, targeted workshops for those most vulnerable	Professional dialogue with colleagues, other professionals, parents, and learners, learning about aspects of the curriculum or pedagogical practice, planning learning which is inter-disciplinary or cross-sector

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
3. Learning, teaching and assessment of learners' progress	Improvement in children and young people's health and wellbeing	Assessment of children's progress, school improvement, 2.3	Secondary schools have an effective process for monitoring and tracking in the BGE	EJ.Forsyth

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation Arrangements	Progress
Sustain and develop awareness among staff of the 6 principles of nurture, share best practice on the effective use of ICT in the classroom so learning is enriched and supported by the effective use of digital technologies, staff supported in deploying a wide variety of innovative and creative ICT equipment that enables pupils to select and make use of high-quality resources	March 2020	In-service days, Learning and Teaching Committee, reciprocal visits	I.Donaghey, R.Micalleef-Eynaud, I.Ross	Reciprocal visits pro-forma, participation numbers in week of good practice, learning rounds, PT/SMT visits	
Develop a consistent approach among departments to Primary/Secondary liaison in terms of information sharing, programmes of work, common methodologies, pupil experiences and collaboration on assessment standards, create exemplars of work for various levels and make them accessible to stakeholders, participate in moderation of writing at level 3 and 4 involving West Partnership and all associated Primary schools	May 2020	Collegiate time, calendar for Cluster meetings, networking opportunities	E.Forsyth	Moderation activities, minutes of DMs, Cluster meetings, exemplars of work	
Consultation with Cluster on the implementation of a new M&T database on new SEEMiS model allowing the tracking of pupil progress throughout the 3-18 learning journey, update M&T policy, support all stakeholders to effectively use all appropriate data available to ensure pupils literacy, numeracy and health and well being levels are taken into consideration and support provided accordingly, review and develop S4 Transition Exams	May 2020	Collegiate time, authority collaboration, staff training	E.Forsyth	Staff consultation, feedback from training sessions, review of policy	

#### **Leadership and Parental and Learner Engagement Opportunities**

Pupil collaboration opportunities to enhance the learning experience within and out with the classroom, parents have more opportunities to be aware of their child's progress and be involved in learning conversations, better understanding of realistic target setting

Resource Requirements	Cluster/Partnership/PEF Funding	Professional Learning
	Targeted support for pupils who have been identified from data analysis (see PEF IP)	Classroom visits/peer observation, co-operative or team teaching, participation in collaborative activity and in activities relating to assessment and moderation



Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
4. Partnerships, personalised support and parental engagement	Closing the attainment gap between the most and least disadvantaged children	Parental engagement, school leadership, assessment of children's progress, 2.1, 2.4-2.7	All schools have a family learning programme in order that parents can support their child's learning and development	I.Donaghey

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation	Progress
Review and develop S5 Parent Information Evening so it is coherent and progressive to the one in S4, support this and the S5/6 Parents Evening with department leaflets providing an overview of Higher courses, PP presentations sharing similar information accessible on school website for each department, school calendar with specific events to each year group shared on SMHW	October 2019	Development time, Parent Council meeting for consultation	A.Muldoon	Parent attendance, feedback, engagement with SMHW	
Support staff in the interpretation of M&T terminology so Parent Reports include grades that are relative across all subjects, utilise SMHW to inform parents of significant measures of S4 pupil progress i.e. S4 Transition Exam results, bi-monthly M&T data, S4 Prelim results, utilise an S4 Interim Report that includes TG, WG, E, B and HW in March, learning conversations with pupils embedded in every course, Pupil Support Team (PST) to work collaboratively providing personalised and coherent support to pupils with all concerns raised to PST via SEEMiS who involve partners accordingly, collegiate time for PST and SMT protected following completion of M&T to discuss barriers to pupils' learning and intervention strategies	August 2019 – ongoing	Staff training during in-service, collegiate time in working time agreement	I.Donaghey, I.Ross	SMHW reports on information shared and engagement of all stakeholders, minutes and actions of meetings	
Utilise SMHW to give parents regular information on homework, pupil progress, whole school and departmental calendars and resources that are specific to homework tasks, update GLOW resources in line with course changes and ensure consistency across departments, create video tutorials that will allow parents to reinforce the learning in the classroom at home, issue every child with a Pocket Diary that can be used to complement SMHW	August 2019	Development time, staff training, money for diaries	I.Donaghey, E.J.Forsyth	SMHW reports, content on GLOW departmental pages	

#### **Leadership and Parental and Learner Engagement Opportunities**

Parents and pupils will have access to meaningful information with regards to expectations, course requirements, resources and progress equipping them and making them accountable for supporting the learning taking place in school at home

Resource Requirements	Cluster/Partnership/PEF Funding	Professional Learning
	BGE Diaries, explore electrical organisers for targeted pupils	Peer support e.g. coaching or mentoring, professional dialogue with colleagues, other professionals, parents, and learners

Improvement Priority	NIF Priority	NIF Drivers	EDC NIF Action Plan	Overall Responsibility
5. Successes, achievements and outcomes for learners	Improvement in employability skills and sustained, positive school leaver destinations for all young people	Performance information, school improvement, 3.1-3.3	Ensure that all schools have an approach to careers education in place	C.Kerr

Tasks/Action Required	Timescale	Resource Requirements	Person Responsible	Monitoring and Evaluation	Progress
Develop approaches to teaching L, N and HWB coherently across all curricular areas with targeted support in place when required, central departmental attainment spreadsheets tracking all relevant attainment data made accessible to all staff within each department, develop raising attainment support programme in the BGE and SP so stakeholders have a coherent, meaningful and relevant experience as they progress through the school, engage all staff in using INSIGHT as a tool to measure progress and lead improvement	May 2020	Development time, staff training, PEF funding	EJ.Forsyth, J.McGee, S.Robertson, G.Irvine, A.Muldoon, I.Donaghey	INSIGHT, SLD Report, SQA analysis, SNSA data, stakeholder feedback	
Sustain and develop stakeholders' awareness of the career education standard entitlements and career pathways within subjects, continue to increase engagement with MWOW resources, expand WEX provision by utilising partner database, develop means of communicating DYW opportunities with all stakeholders via DYW newsletter, weekly employability bulletin and MWOW ambassadors to increase engagement	May 2020	Development time, collegiate time, staff training	C.Kerr, N.Hendrie, L.Phee	Stakeholder feedback, partner database, attendance and participation levels	
Sustain and develop communication with stakeholders, specifically parents, on criteria for reward trips, utilise public areas, meeting and waiting rooms to further promote events, achievements and opportunities for achievements, effective use of digital media to publicise achievements and events, review and develop approach to S3 Pupil Profiles in order to implement a strategic and consistent approach to profiling in the BGE	May 2020	Noticeboards, banners, wall charts and displays, development time	I.Ross, PST, K.Derrick	Visual impact, engagement on social media, completion and content of S3 Pupil Profiles	
<b>Leadership and Parental and Learner Engagement Opportunities</b>					
Support programme will facilitate parents and pupils to take ownership of learning and make informed decisions that will enable young people to fulfil their potential and acquire the 4 capacities of CfE, stakeholders will have more opportunities relating to a positive and sustained destination					
<b>Resource Requirements</b>	<b>Cluster/Partnership/PEF Funding</b>	<b>Professional Learning</b>			
	Targeted support initiatives, residential weekends	Self-evaluation and critical reflection processes, learning about aspects of the curriculum or pedagogical practice			

